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ABSTRACT

Activities in this self-instructional module are designed to develop teacher-trainee competencies in organizing knowledge (information) for the purpose of classroom instruction. Behavioral objectives delineate the following specific competencies desired upon completion of the study: 1) the ability to distinguish between facts, concepts, and generalizations; 2) the ability to identify and order facts, concepts, and generalizations; 3) the ability to organize an information chart that graphically depicts the relationship between important concepts in a given body of knowledge. Related modules are SO 005 443 through SO 005 447, and SO 005 449 through SO 005 550. (SHM)

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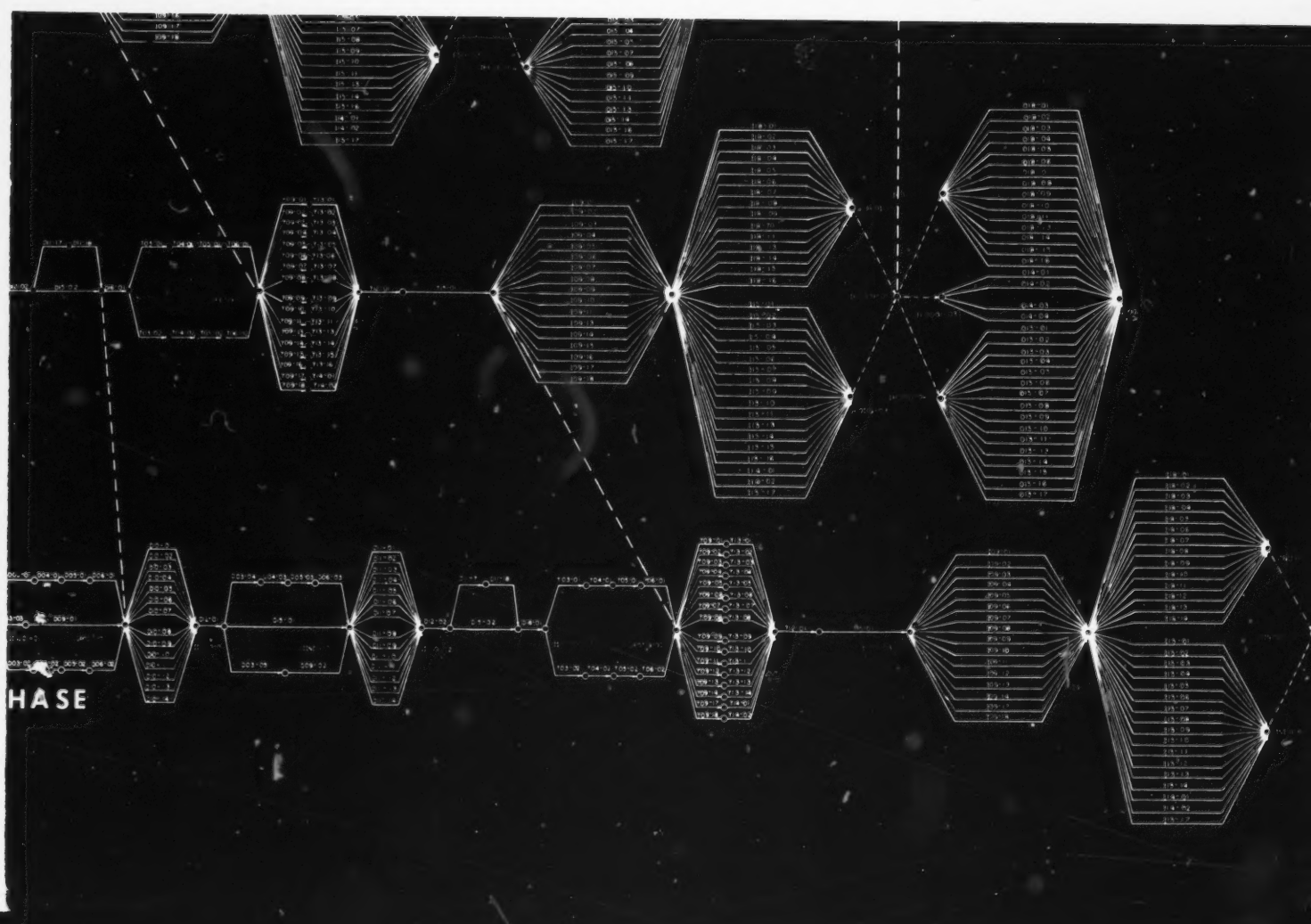

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SOCIAL STUDIES FOR THE ELEMENTARY SCHOOL

SELF INSTRUCTIONAL MODULE #1

ORGANIZING KNOWLEDGE FOR INSTRUCTION

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College of Education
Department of Social Science Education

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INTRODUCTION

As a result of the explosion of knowledge occurring in every subject matter discipline relating to the curriculum of the elementary school and the tremendous rate of social and technological changes accompanying that knowledge explosion, it has become clearly evident that the learning process must include much more than the memorization of facts. Realizing that it is probably impossible to learn all the factual information concerning a body of knowledge or discipline of study, major social studies curriculum projects of the past ten years have emphasized the formation of social science concepts and the understanding of relationships between or among concepts. In these newer materials the learning of facts is seen largely as a basis of knowledge to be used to develop higher level understandings that can be transferred or applied to new situations. In summary, social scientists and social studies curriculum developers alike have taken a new look at different dimensions and classifications of knowledge (information). The objective of this module is to make the teacher-trainee aware of different classifications of knowledge (information) and means of organizing that knowledge for instructional purposes.

BEHAVIORAL OBJECTIVES

This sequence of activities is designed to develop teacher-trainee competencies in organizing knowledge (information) for the purpose of classroom instruction. The following behavorial objectives delineate the specific competencies desired upon the completion of these activities:

I. Terminal Competencies

A. Given a body of knowledge that might be the partial content for a unit of social studies instruction, the student will be able to organize an information chart that graphically depicts the relationship between important concepts in that given body of knowledge.

B. Using a unit of instruction in an elementary social studies textbook at a grade level of choice, the student will, prior to instruction of the unit, be able to organize an information chart that graphically depicts the relationship between important concepts in that given body of knowledge.

II. Enabling Activities

A. Given a listing of specific items of potential social studies content, the student will be able to distinguish between items of facts, concepts, and generalizations.

B. Given a list of facts, concepts, and generalizations concerning a specific topic of social studies instruction, the student will be able to place the items of the list in correct hierarchical form.

PART I. DEFINING FACTS, CONCEPTS, AND GENERALIZATIONS

By the end of Part I of this module you should be able to successfully complete the following behavioral objective:

Given a listing of specific items of potential social studies content, the student will be able to distinguish between items of facts, concepts, and generalizations.

Several activities are given to enable you to accomplish this objective.

FACTS

Facts are specific items of information generally agreed upon. They are statements of what <u>is</u>. The following statements are examples of facts:

1. George Washington was the first president of the United States.
2. Cuba is an island.
3. The capital and largest city of Georgia is Atlanta.
4. Man is an animal.

Your first activity in Part I is as follows:

From the following listing of words or statements, place the letter F before the words or statements that represent facts. For example:

F a. Kansas had a population of 1,905,299 in 1950.

_____ b. Vegetables.

F c. Wichita is the name of a city in Kansas.

_____ d. Population distribution.

_____ e. Kansas is "God's country."

Activity 1

_____ a. Washington D.C. is the capital of the United States.

_____ b. The earth is flat.

_____ c. Revolution.

_____ d. The Civil War began in 1861.

_____ e. Cultural change.

CONCEPTS

A concept is a class or group of things or activities that have common attributes or qualities. Concepts are arbitrarily labeled by a word or group of words. For instance, there is a class of animals sharing similar attributes that we have labeled "dog." The word "dog" stands for all animals that share these qualities of "dogness." Dog is therefore a concept.

"Revolution" is the label of a concept that implies certain activities, and all revolutions share these common activities. These activities are the attributes that distinguish revolution from other phenomena such as evolution or political stability.

Another example of a concept is represented by the phrase "highly developed countries." This phrase labels a concept of countries that have qualities such as "advanced technological achievement," "vast industrialization," and so on.

Again remember that a concept is a group of things or activities sharing common qualities, and arbitrarily labeled by a word or phrase. Here are a few additional words or phrases that label concepts. Why do these words or phrases represent concepts? War, lake, cultural change, family, man, mountain, evolution

Activity 2

Place the letter C before the word or phrase that represents a concept.

_____ a. Africa is a continent.

_____ b. River.

_____ c. All men are created equal.

_____ d. Natural resources.

_____ e. Political system.

GENERALIZATIONS

A generalization is a statement of relationship between or among concepts, usually qualified by condition. The following statement is an example of a generalization: Economic behavior depends upon resource utilization. This generalization was formed by stating a relationship between the concepts "economic behavior" and "resource utilization"; the relationship being that resource utilization has some relationship to man's economic behavior.

Generalizations differ from facts in that while facts are based on observation at some point in time, generalizations are based on inference or suggestion. For example, it is an observable fact that the economic system of the United States is basically capitalistic, but we must infer from our knowledge of economic systems and cultural values to form the generalization that economic systems are usually shaped by the values of the culture.

Several examples of generalizations that have applicability for elementary school social studies are listed below. (Source John Jarolimek, Social Studies in Elementary Education, New York: The Macmillan Company, 1971, p. 40.)

1. New inventions lead to changes in ways of living.
2. Man changes (adapts) his living to existing conditions.
3. Peoples of the world are interdependent.
4. Members of families help one another.
5. Man influences his environment and is influenced by it.
6. Many peoples have contributed to our present civilization.
7. Basically, all people are very much alike, although they differ in their ways of living because of geographical and historical factors.
8. Man lives in a continually changing world.
9. Workers in our neighborhood help one another.

What makes these statements generalizations? How do they differ from facts or concepts? You will notice that all of these statements show some relationship between or among concepts. For instance, in generalization 5 the concepts "man" and "environment" are related through the act of influence. You will also notice that all of these statements are formed through inference, and are not simple observable facts concerning man.

Activity 3

Place the letter G before the following statements that represent generalizations.

_____ a. Mode of adaptation.

_____ b. Eli Whitney invented the cotton gin.

_____ c. Political organization resolves conflicts and make interaction among people easier.

_____ d. Alaska is the largest state in area in the United States.

_____ e. Man changes (adapts) his mode of living to existing conditions.

You should now be able to complete the objective listed at the beginning of Part I. From the following listing of specific items of potential social studies content regarding the history, economy, culture and geography of Hawaii place the letter F before items of facts, the letter C before items of concepts, and the letter G before items of generalizations.

Activity 4

_____ The Hawaiian Islands are located in the central Pacific Ocean.

_____ Culture.

_____ Hawaii is a volcanic island.

_____ More than a third of the world's supply of pineapples comes from Hawaii.

_____ Population density around Honolulu is high due partially to the ideal location of the city.

_____ The maximum and minimum winter temperature is 79 and 66 degrees respectively.

_____ A large proportion of Hawaii's population are of Chinese and Japanese extraction.

_____ The capital and largest city is Honolulu.

_____ Physical characteristics.

_____ Leading agricultural products of the Islands are cattle, sugar cane and pineapple.

_____ The population of Hawaii at the 1960 census was 632,772.

_____ The contact of one culture with another influences and causes change.

_____ Topography.

_____ The extreme temperatures recorded are 93 and 54 degrees.

_____ Missionaries came to Hawaii in the 1800's.

_____ Hawaii is the only state that was once an independent monarchy.

_____ The highest point is Mauna Kea.

_____ Cattle ranchers sell about 49,000 beef cattle each year.

_____ Economy.

_____ Liliuokalani became ruler of the Islands in 1891.

_____ The land area of Hawaii is 6,423 square miles.

_____ Each year plantations produce about 14 million cases of canned pineapple fruit, 9 million cases of pineapple juice, and 1 million cases of frozen pineapple concentrate.

_____ The choices made by people in adapting to their environment depend on many factors including physical characteristics such as climate, water; soil and landscape.

_____ The maximum and minimum summer temperature is 85 and 73 degrees respectively.

_____ Only about one-sixth of the land area is farmed.

_____ Change.

_____ Captain Cook discovered the Hawaiian Islands in 1778.

_____ Climatic conditions.

_____ American businessmen were attracted by the products grown in the Islands.

_____ The average annual precipitation is approximately 22 inches.

_____ Climatic conditions, topography, and population contribute to an area's economy.

_____ Choices.

_____ The numerous valleys in Hawaii are often areas of agricultural wealth.

_____ Population.

_____ The large ranches owned by corporations employ about 65 of every 100 persons in framing.

_____ Environment.

_____ In 1968-69 sugar production was 1,235,000 tons.

PART II. IDENTIFYING AND ORDERING FACTS, CONCEPTS, AND GENERALIZATIONS

By the end of Part II of this module you should be able to accomplish the following objective:

> Given a paragraph from a current social studies textbook, the student can identify and categorize the information into subject matter relationships.

In the preceding section you have learned to identify and discriminate between facts, concepts, and generalizations. Your first activity in Part II is to determine which facts and concepts go with which generalization. Do this activity in the manner indicated below with the data provided on Hawaii in that listing of Activity 4. An example is done for you. It should be noted that a particular fact or concept may be used to support more than one generalization; therefore, some items may be used more than once.

Generalization: Climatic conditions, topography, and population contribute to an area's economy.

Concepts: Climatic conditions, topography, population, economy.

Facts:

The land area of Hawaii is 6,423 square miles.
The population at the 1960 census was 632,772.
A large proportion of Hawaii's population are of Chinese and Japanese extraction.
Hawaii is a volcanic island.
Leading agricultural products are cattle, pineapple, sugar cane.
The maximum and minimum winter temperatures are 79 and 66 degrees.
The maximum and minimum summer temperatures are 85 and 73 degrees.
The average annual precipitation is approximately 22 inches.
The extreme temperatures recorded are 93 and 54 degrees.
In 1968-69 sugar production was over one million tons.
There are numerous mountains and valleys in Hawaii.

Activity 5

Complete the following knowledge (information) hierarchy using a different generalization from the Activity 4 listing.

Generalization: _____

_____

_____

Concepts: _____

_____

Facts: _____

_____

_____

_____

_____

_____

Activity

The following is a passage containing facts and concepts about Hawaii. Your next task is to read the paragraphs carefully and attempt to formulate a generalization for the data presented. Write your generalization in the space provided. Next identify the concepts to support the generalization, then identify the facts supporting each concept. Remember that more than one generalization may be possible from any set of data; also, a particular fact may support more than one concept. One example is provided for you.

> The first people to live in what is now Hawaii were the Polynesians. They sailed to the Islands about 2,000 years ago. They are described by legend to be dwarfish, playful, and shy. Another Polynesian people migrated to the islands from Tahiti about 1200 A.D.
>
> The rest of the world was not aware of the islands until after Captain Cook landed there in 1778. Except for Captain Cook, his sailors, occasional traders and whalers who landed for provisions, the Hawaiian Islanders had little contact with the western world until protestant missionaries arrived in 1820. Most of the Islanders were converted to Christianity. The missionaries helped develop a written language. Obviously, the first book to be translated was the Bible.

Generalization: The early history of a civilization has a bearing on the ways of life of its people.

Concepts: People, civilization.

Facts: The first people to settle Hawaii were Polynesians.

Polynesians were described as dwarfish, playful and shy.

Captain Cook was the first European to land on Hawaii.

Whalers and traders then occasionally landed.

Missionaries were the first westerners to settle on the Islands.

Generalization: _____

_____

Concepts: _____

_____

Facts: _____

_____

_____

_____

_____

_____

_____

_____

_____

Activity 7

The following is a series of paragraphs containing facts and concepts about the French and Indian War. You are to formulate one or more appropriate generalizations from this information, identify concepts and facts to support the concepts and build your own content hierarchy in outline form.

A Change in Power*

> Because France had explored the region, France claimed all the land between the Appalachian Mountains and the Mississippi, and from the Great Lakes to the Gulf of Mexico. This region was a rich source of furs. Many Indian groups used the forests, too, as a hunting ground.
>
> As the British colonists began to cross the Appalachians, they came into conflict with both the French and the Indians. The French and Indians joined together to fight the colonists. They burned the homes of colonists along the Frontier.
>
> This war was called the French and Indian War. It ended when British troops captured the big French forts at Quebec and Montreal. For the time being, French power in North America was at an end.*

*This passage taken from The Social Sciences: Concepts and Values, Green Book. (New York: Harcourt, Brace & World, Inc., 1970), p. 214.

A Change In Power

Generalization: _____

_____

Concepts: _____

_____

_____

_____

_____

Facts: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

PART III. ORGANIZING KNOWLEDGE MODELS

It is not enough that one is able to differentiate between the facts, concepts, and generalizations in a given body of knowledge and then order those items in a hierarchical form. The teacher-trainee must also be able to conceptualize the relationships in that body of knowledge. It is the understanding of those relationships on the part of the elementary school pupil that is of primary importance. This is not to deny that the pupil may need to learn certain specific facts and have some understanding of concepts to which those facts relate. But those

learned facts and concepts serve as the foundation of support for understanding the more complex ideas in the information given--the relationships, the generalizations. It only stands to reason that a teacher should be able to identify the main ideas, relationships or generalizations, of a specific social studies unit before he begins actual instruction. Indeed, as will be shown in this section, a thorough understanding of those main ideas will actually be of great help to the teacher as he does preliminary planning before instruction. In fact, if the teacher is able to construct a chart that graphically depicts those relationships, this chart, or model of the information to be learned, will help the teacher in daily lesson planning for that model is a graphic description of what must be learned to be able to make the necessary relationships. Upon the completion of Part III of this module, you should be able to construct an information chart illustrating a generalization. The following example is given to enable you to complete this activity.

Before constructing a model of a body of knowledge or information, one must have the information. Let's begin by considering a hypothetical body of information that might be found in a third-grade social studies textbook that focuses on cities and their growth. Let's assume that this body of knowledge has been drawn directly from the textbook. (For the purpose of saving space only the printed information found in the textbook is given here. In the actual textbook this information would have been spread over several pages with pictures accompanying the printed words.)

The Growth of Unia

You will remember that Unia was founded in 1682. At the end of that year Unia was a settlement of about six hundred buildings. About two thousand people lived in the settlement. A few families built homes and farms near Unia.

You will remember from the last unit that as people move into a new area they want many services. The people want to have policemen to protect themselves and their property. They want firemen to help save their homes in case of a fire. More roads are built to make it easier to get to many more places. What kind of services did Unia have in 1682? Did they have a fire department?

When Unia was first settled each family had to protect its own property. If a home caught fire, that family had to try to put the fire out. There were no modern firetrucks. The family fought the fire by first filling wooden buckets with water at the well. The buckets of water were then thrown on the burning house. If other families lived nearby they would come help fight the fire. They would bring their buckets with them. Sometimes the people would form a line. Buckets of water were passed down the line. When the buckets got to the last person, he would throw the water on the burning home. The picture below shows how a line of people fought fires at that time. This method of putting out fires was called a bucket brigade. There were no firemen in Unia in 1682. Everyone in the settlement helped. Can you imagine how hard it was to fight fires then? Many times buildings burned to the ground. Once a fire started, it was very hard to put out.

As the settlement of Unia became older more and more people moved to it. By 1900 the population had grown to around 400,000. Unia had become a large city for those times. The citizens of Unia no longer fought fires by hand. Instead certain people were employed by the city to fight fires. This was their special job. They made a living by fighting fires.

In 1900 there were over one hundred men who were hired by the city to protect citizens' property from loss by fire. The firemen did not use buckets of water or bucket brigades. Instead, machines had been invented that held large quantities of water. Pressure forced a stream of water out hoses that were connected to the water tank.

The picture on the next page shows a group of firemen putting out a fire in the early 1900's. Did the firemen wear any special clothing? How would you describe the equipment they used?

Today Unia is one of the largest cities in the country. It is the home of about five million people. Not only has the population grown, but the number of firemen in Unia has become much larger. Today the city hires about 1,700 firemen.

Firefighting in Unia today is yet much different from either 1682 or 1900. The city owns the best of modern firefighting equipment. Firemen wear clothing made to protect them from high temperatures. The picture on page 119 illustrates part of the modern Unia fire department at work.

What does this information tell you? First you will notice that the textbook passage has been about the imaginary city of Unia and its growth in population. Thus we could say that this information represents a <u>case study</u> of one aspect of Unia.

What specific topic of study concerning Unia was described in the information? (Firemen and the process of fighting fires.) Was there any relationship between the growth of the city and the process of fighting fires and number of firemen employed? What was that relationship? We might state this relationship in the following generalization: "As the size of the community changes, the process of fighting fires, equipment used, and firemen employed also may change."

In graphic model form this relationship could be shown as follows.

<u>Generalization</u>: As the size of the community changes, the process of fighting fires, equipment used, and firemen employed also may change.

	Firefighting
Unia - 1682	1.
Unia - 1900	2.
Unia - Today	3.

The blocks numbered 1, 2 and 3 represent that information pertaining to firefighting, etc., during the case study time periods of 1682, 1900, and present (1972). In other words, this is the study material, information, that illustrates what happened to firefighting personnel, etc., as the city grew larger in population.

Remember, though, that so far you've only considered part of the textbook unit. For purposes of brevity, instead of giving you the rest of the entire printed material in the unit, only a description of the remainder of the unit will be provided.

Following the story of firefighting in Unia, the next several pages included information pertaining to how the police department of the hypothetical city has changed and grown over time. How can this new information be added to our model?

Generalization: As the size of the community changes, firefighting and police protection in the community also may change.

	Firefighting	Police Protection
Unia - 1682	1.	4.
Unia - 1900	2.	5.
Unia - Today	3.	6.

Blocks 4, 5, and 6 represent that information concerning policemen, etc., in the separate time samples of 1682, 1900 and present.

After the treatment of the police department, the unit concludes with a study of the growth of Unia's health and sanitation department. Added to the model, we now have something that looks like this.

Generalization: As the size of the community changes, firefighting, police protection, and health & sanitation in the community may also change.

	Firefighting	Police protection	Health & Sanitation
Unia - 1682	1.	4.	7.
Unia - 1900	2.	5.	8.
Unia - Today	3.	6.	9.

Again, the numbered blocks represent that content illustrating growth and change in one of the services provided in Unia.

You will remember that we began with the generalization: "As the size of the community changes, the process of fighting fires, equipment used, and firemen employed also may change." As we continued we found out that the police department and the health & sanitation department also changed as the size of the community changed. Now let's broaden the beginning generalization to include what we've discovered. It might be stated as: "As the size of the community changes, the services within the community often change." You will notice the term "often" in the generalization. Why? We have studied three specific services within the community of Unia. The generalization held for all three services. Might it be that some services have not changed over time? Also, we have only studied services in one community, Unia. Could it be that if we used another

case study, the generalization might not have held in each case? This illustrates what was meant when it was stated that generalizations are often qualified by condition.

It was stated previously that the ability to construct a conceptual model of the generalization to be learned would be of help in daily planning. It is very doubtful that many, if any, pupils would arrive at the final generalization after being presented only that information given on firefighting. Several days of instruction will likely be needed to provide all the experiences and information necessary for pupils to draw the final generalization. How should these days of instruction be sequenced? What should be done on each day? Let's go back to the model to consider these questions.

First, we will assume that pupils will do more than read the printed matter found in the textbook passage. The teacher's guide will probably list several other activities to help pupils understand what is being presented. The teacher may have some background information on the topic to share with pupils. The teacher may be aware of filmstrips, films, children's books and other materials to explore with the children. Then, too, one must remember that social studies receives only one portion of time in the daily schedule of an elementary classroom. In all likelihood, only about thirty minutes per day will be specifically assigned to the social studies. Thus, it may require several days to explore just the topic of firefighting in the depth deemed necessary by the teacher.

The sequence of planning that seems most obvious is to first study firefighting, then police protection, and finally the health and sanitation department. Several days might be spent exploring each topic. Using this method of planning pupils would first learn about how firefighting in Unia changed over time. Then, when next studying about police protection and the police department this information could be compared to the previous study of firefighting to note similarities and differences between changes over time of the two services. Further comparisons could be made after the final study of health and sanitation services. You will remember that the numbered boxes presented in the model stood for information to be learned, experiences to be provided, etc., for each specific topic at each of the three time periods. Using this method of planning boxes 1, 2, and 3 would be explored first, followed by 4, 5, and 6 and then 7, 8 and 9. Upon completion of boxes 7, 8, and 9, most pupils should be able to state the final generalization (probably in their own words).

Another sequence of planning would be to look at Unia over time periods. If this were done, boxes 1, 4, and 7 would be studied first. That is, a complete study of Unia in 1682 would be undertaken. The first series of lessons would look at firefighting, police protection and health and sanitation services provided by Unia in 1682. Boxes 2, 5, and 8 would be explored next. This would give pupils a picture of these three services in 1900. Comparisons would then be drawn between the time periods of 1682 and 1900. Then boxes 3, 6 and 9 would be completed, giving

opportunities to compare the present with both 1682 and 1900. With this method of planning, instruction will be sequenced around time periods while in the first method of planning instruction will be sequenced around the three services.

One method of organization is probably no better than the other, but the second method points out that the teacher need not follow the exact, page by page, sequence of information presented in a textbook.

In conclusion, the following steps outline what the teacher-trainee should be able to do when organizing a body of knowledge for instruction.

1. Read the information presented in the existing sources to be used by pupils.
2. Determine the generalization(s) that that information illustrates.
3. Decide whether sources to be used by pupils present enough information to enable them to draw the final generalization. If necessary, find additional information, cases and materials to use with the pupils.
4. Construct a model of the generalization to assist you in planning for instruction.

Activity 8

Once the generalization to be taught has been determined, you should be able to construct an organizational model for that generalization. In this activity, you will construct a model of a generalization. Examples of two models are given to help you complete this activity.

Example 1 - Unit on American Indians

Generalization: In primitive societies, culture is largely related to environment and level of technology.

Concepts: Primitive societies
Culture
Environment
Technology

Model:

Primitive Societies	Culture				Environment		Technology	
	Food	Clothing	Shelter	Etc.	Topography	Climate	Tools	Methods
Plains Indians								
North-west Indians								
South-west Indians								

The Plains Indians, Northwest Indians, and Southwest Indians were the cases of primitive societies selected for study.

The different blank boxes of the model depict what information, experiences, etc., will be provided to enable pupils to make the generalization. Again, it should be pointed out that the generalization presented here has been written in adult terminology. It would hardly be expected that pupils would use these exact words. Nevertheless, following successful instruction, we could expect them to state this generalization in their own words, the sophistification of that verbal statement depending, of course, on the ability of the pupils.

Example 2 - Unit on effect of environment on type of of life found in different geographic areas.

Generalization: The physical environment of an area largely determines the life forms in the area.

Concepts: Physical environment
Life forms
Area

Model:

	Life Forms		Environment	
	Plants	Animals	Climate	Topography
Northern Alaska				
Oregon				
Arizona				

North Alaska, Oregon, and Arizona were the case areas selected for study.

If you intend to teach at the primary grade level (Grades K-3), construct a model for one of the primary grade generalizations listed below. If you intend to teach at the intermediate grade level (Grades 4-8), construct a model for one of the intermediate grade generalizations listed below. Select cases for study that you deem appropriate for the generalization you choose.

Primary grade generalizations:

1. Family shelter is influenced by the physical environment of an area and the level of technology of the people.
2. Advances in technology have brought about changes in means of land, sea and air transportation.

Intermediate grade generalizations:

1. The economy of a country (or region) is related to available resources, investment capital, and the educational development of its people.
2. Man's cultural adaptations result in great diversity in ways of living.

Terminal Activity

Successful completion of the following activity will demonstrate that you have obtained the competencies needed to exemplify mastery of the terminal behavioral objectives listed on page 2 of this module.

Using a pupil's social studies textbook (and accompanying teacher's manual) written for a grade level of your choice, select a chapter, unit, or sequence of information (perhaps only one page or a series of pages within one chapter) that illustrates a generalization. Construct an organizational chart/model for the generalization. In constructing the model, you may use information, cases, etc., not found in the textbook that you, as a prospective teacher, think would be appropriate.

Remember that it does not necessarily take a series of sequential lessons over a long period of time to teach a generalization. The generalization itself will determine the length of study time needed. It may be possible for you to select a generalization that could be comprehended by pupils after only one or two days of concentrated instruction and study.

If you are in a field experience classroom as part of the curriculum block, you may wish to use the social studies textbook and accompanying materials actually utilized by your supervising teacher. You may find it helpful to ask your supervising teacher what social studies unit she will be teaching in approximately three weeks. It may then be possible for you to use some of the competencies developed in this module and subsequent modules in actual teaching situations.

If you are not in a field experience classroom, social studies textbooks for this activity can be examined in Room 206 of Aderhold Hall. This room is the site of the Social Science Resource Center.

Use the form on the next page to complete this activity. Return the completed form to your instructor to determine if you have successfully completed the terminal objectives of this module.

Textbook Citation:

Title:

Author:

Publishing Company:

Copyright Date:

Grade Level:

Pages Utilized:

Generalization:

Concepts:

Model:

EVALUATION FORM FOR SELF-INSTRUCTIONAL MODULES

Name_____ Date_____

Instructor_____ Course_____

Module Title_____

1. Approximately how many hours did it take you to complete this module_____.

2. Please check one square under each category (Usefulness & Difficulty) per row.

	Usefulness			Difficulty		
	Not Useful	Useful	Very Useful	Too Difficult	Too Easy	Just Right
1. Introduction						
2. Module objectives						
3. Explanations & Definitions						
4. Examples - Illustrations						
5. Directions						
6. Activities						

3. What should be added or deleted to improve this module? (Comment)

4. What degree of competence do you feel you now possess in understanding and being able to model (chart) a body of information?

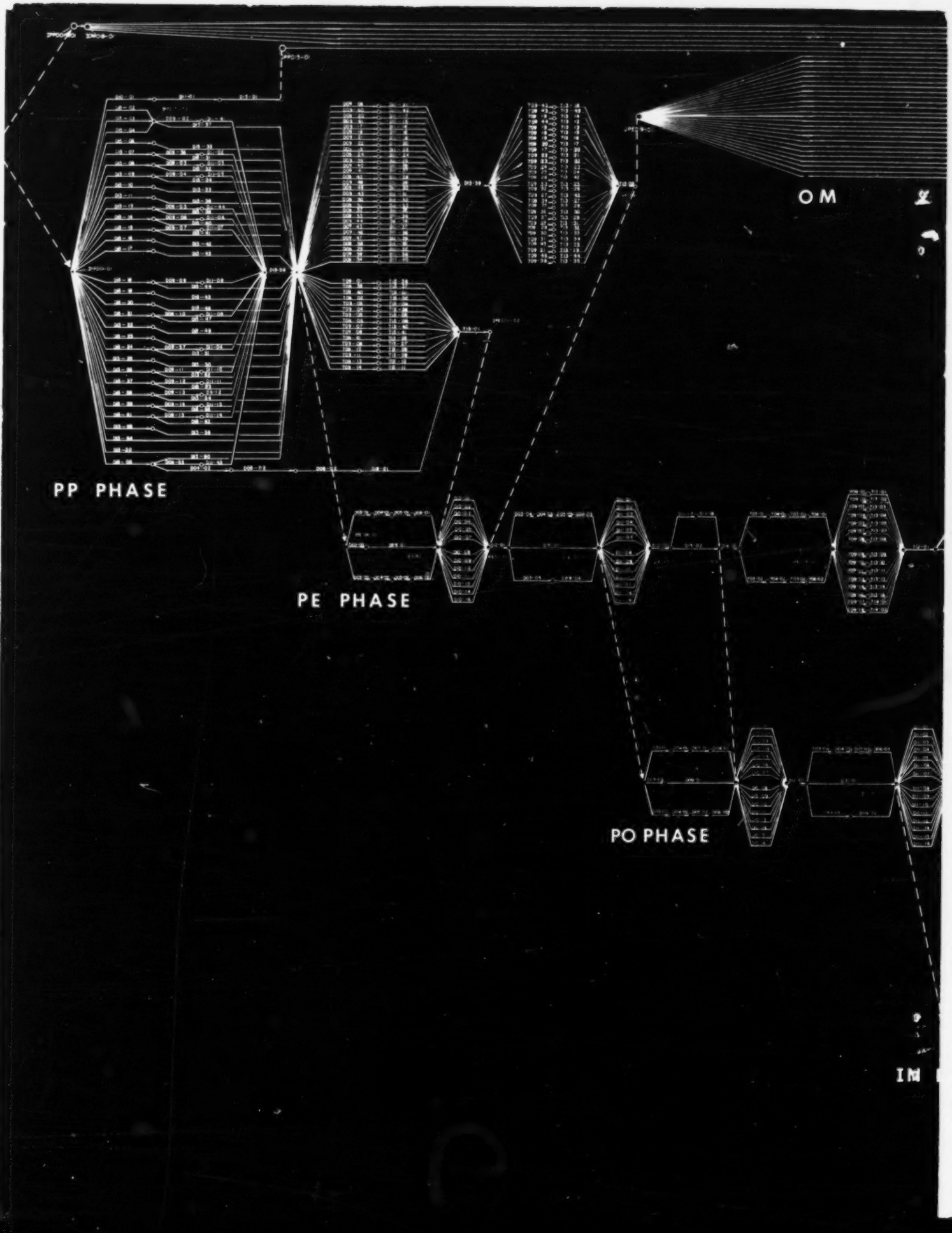
_____ Very Competent

_____ Marginally Competent (I feel I can do this but I think I may need more practice)

_____ Not Competent (I feel that I'm not able to do this.)

5. Have you completed modules for any other methods course at the University of Georgia? If so, list the courses below.

If you have completed modules in other courses, how would you rate this module in comparison to the others? (Comment)


OM
PP PHASE
PE PHASE
PO PHASE